Hello NCHE Members,

The 2016 NEA Higher Education Conference was outstanding. I do thank everyone who attended and/or presented for their help in making the conference a success.

**NCHE 2016 NEA RA: NCHE - first meeting 4-6pm, Saturday, July 2, 2016, at the Washington Convention Center, Room 101.** During this meeting, you will hear updates from NEA staff on what is happening in the area of higher education, including policy, publications, organizing and the Emerging Leaders program.

**NCHE Reception** - After the July 2 NCHE meeting, an NCHE Reception will be held at the Marriott Marques Hotel. This is an opportunity for higher education members and NEA Staff to meet and greet. Please come and enjoy light refreshments and beverages. Room to be determined.

At the last NEA Board Meeting, the "School to Prison Pipeline Policy" was adopted by the NEA Board. The focus is on K-12. It is important that higher education concerns be added to the policy. If you have recommendations, please submit them to me ASAP. The School to Prison Pipeline link is on this page: [http://ra.nea.org/delegate-resources/](http://ra.nea.org/delegate-resources/).

Please also stay in touch with me as I welcome your questions and ideas. You may reach me at NCHE@nea.org.

Sincerely,
DeWayne Sheaffer, NCHE President

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**Welcome to the National Council for Higher Education's newsletter. NCHE is an independent organization and membership is open to all higher education members of the National Education Association.**
Congratulations!
DURING THE 2016 NEA HIGHER EDUCATION CONFERENCE, FACULTY WHO HAVE CONTRIBUTED TO THE ACADEMY GENERALLY, AND TO NEA HIGHER ED SPECIFICALLY, WERE HONORED BY THEIR COLLEAGUES.

MICHAEL RYAN, Ferris State University, received the James Davenport award from the National Council for Higher Education for his 37 years of service to his union. His “compelling intellect” is matched by an “infectious sense of humor,” said MAHE President Alec Thomson.

THERESA MONTANO, CSU Northridge, a former NCHE president and current California Teachers’ Association vice president, also received the James Davenport award from NCHE for her decades of unparalleled service to the union.

CATHERINE LEISEK, Broward College, an internationally exhibited artist, who also has served as an NEA Board of Directors member, an NCHE director-at-large, president of her faculty senate and campus union, and much more, received the NEA Friend of Higher Education Award.

PHU PHAN, CSU East Bay, is the co-winner of the NEA Art of Teaching Prize, along with co-authors Terry Jones and Holly Vugia, for their 2015 Thought & Action article on teaching about race and racism in higher education classrooms.

DANA STACHOWIAK, University of Louisiana at Lafayette, took home the NEA Democracy in Higher Education Prize for her 2015 Thought & Action article on diversity on campuses. “Raising awareness is not enough; we must also raise critical consciousness,” she wrote. (See more from Stachowiak on page 16.)

LISSA STAPLETON, CSU Northridge, is the recipient of the New Scholar Prize from Thought & Action’s review panel for her article on the experiences of Deaf faculty. “The goal is not to privilege a few,” she wrote, “but rather to create a space that does not favor one way of being and negotiating the world.”

Mecheline Farhat Roldan
BERGEN COMMUNITY COLLEGE, NEW JERSEY

In February, Sandra Dumoulin heard from New Jersey community college professor Mecheline Farhat Roldan, who with her husband owes an incredible $170,000 to student loans. This student loan debt has become such a weight in her life that Farhat Roldan skipped two maternity leaves so as not to lose any income, and has students online from her hospital bed two days after giving birth. “I worried about how I would pay the rent and how I would support my family. And I’m going back to my community,” said Farhat Roldan. “Basically, it broke me as a person. But I was determined to be on this line of opportunity.”

Senate Democrats have an answer: The new RED Act, introduced by Sen. Tammy Baldwin (D-WI). In March, the NEA’s strong support. It would increase Pell Grants, allow borrowers to refinance their loans at lower interest rates, reward states with free community college, and close corporate tax loopholes. Support the RED Act!

Jim Grimes
JUINOR COLLEGE, ILLINOIS

As a contingent professor who works at two Chicago-based community colleges, Grimes earns $1,000 or less per semester per class, he told members of the U.S. House Committee on Education and the Workforce in March. Even with a full-time teaching load, that adds up to less than $20,000 a year. “I’m not a retired teacher and a retired soldier, with modest pensions. I couldn’t even afford to travel to these colleges to teach,” he said. And yet, there are underpaid faculty members, who often are denied health benefits and professional development, are 17 million of the U.S.’s 1.8 million faculty. Legislators should use the reauthorization of the Higher Education Act to focus on the needs of students and faculty, whose working conditions are students’ learning conditions. You can help, too! Ask Congress to restore the original promise of HEA by calling 800-828-0570 or go to bit.ly/Heafix.
NCHE NEA-RA SCHEDULE
National Council for Higher Education (NCHE) will hold meetings at the NEA-RA
Session I — July 2, 2016, 4pm – 6pm, Convention Center Room 101, Reception to follow.
Other Sessions to be held on July 5, 6, and 7 in Convention Center Room 147B when given RA Lunch Breaks over 30 minutes in length.

Please schedule your arrival so you will be able to participate in the NCHE meetings.

NEA BOARD OF DIRECTORS POSITIONS AVAILABLE:
- Four (4) AT Large Higher Education (Classroom Teacher) Positions
- One (1) AT Large Higher Education (Classroom Teacher) Alternate Positions
These will be elected at the 2016 NEA-RA. Contact Carrie Lewis clewis@nea.org for information.

NCHE Membership/Renewal
If you wish to become a member or renew your membership of NCHE you can now join from our website: www.nea.org/nche Not only can you become an individual member, you can also submit your organizational membership. Also, K-12 NEA members in your state can become an Associate Member (non-voting) of NCHE. This includes state/national staff as well. Please share this information widely.

Please join NCHE and ask others including your local and/or state officers and associations to join NCHE. Any higher education educator can join at the Individual Member rate of $25.00 per year and K-12 educators can join as an Associate Member for $10/year. There are Organizational Memberships which range in cost based on the size of membership (11-100 = $120; 101-200 = $240; 201-500 = $420; 501-higher = $600).

Thought & Action
NEA Higher Education members, please contact Editor Mary Ellen Flannery at mflannery@nea.org to order bulk copies for organizing purposes and about questions on submission deadlines.
ESSA (Every Student Succeeds Act) process and Higher Education

There are three Higher Education issues that NCHE members should be attentive to with the ESSA (Every Student Succeeds Act) implementation process. Currently, each state is working on ESSA implementation from a K-12 prospective. ESSA is so much better than No Child Left Behind. But, there are things that NCHE members should watch closely and assist with in their prospective states.

The three areas of ESSA that affects Higher Education are as follows:

**Dual/Concurrent Enrollment** courses have several issues associated with how ESSA is implemented. Alec Thomson recently presented at the NEA Leadership Summit in Dallas, TX (The presentation is posted on the NCHE website, [www.nea.org/nche](http://www.nea.org/nche)). In his presentation, he outlined the importance of establishing who own the course outline of record. The course should belong to the college offering the course. The instructor teaching the course must meet the minimum qualifications set forth through the college's normal process for Instructors. Some high school teachers are teaching the college course at the high school location and not getting additional compensation for this additional work. This is a problem! The college instructor’s work is being outsourced and no one should be providing the instruction without compensation. Another other matter is who get the apportionment of the course. This is regarding the entity that receives the revenue generated from the course. Most unified school districts receive ADA when students attend the school and the college/university receives apportionment from their state based on the number of students taking 12 units equivalent for a certain dollar amount. Some states are allowing both the school district and the college/university to receive the revenue generated and some states have laws governing if and when the high school student can take a college course that is also offered at the high school location. Dual enrollment is viewed as an opportunity for high school students to accelerate their high school and college experience for less money. All students do not benefit from attending both college and high school at the same time. However, each state, county, and/or city system will need to evaluate the appropriateness of implementing dual enrollment programs and courses. High schools and colleges must adhere to the scope issues outline in collective bargaining agreements and also determine which set of courses that will be of benefit to their high school communities.

**Career and Technical Education (CTE)** is being affected by ESSA. Many high schools are removing vocational programs from their campus programs due to cost of the programs. The California governor is looking to provide funding to community colleges to provide the CTE programs so that once a student has completed the CTE program a student could be hired and paid a high wage. Some school districts that are concerned about losing the CTE programs and displacing their students.

**Teacher Education Preparation Programs** are very important to developing the future teaching pool for our various states. It is important that the faculty are involved in the process of creating a viable program in preparing teachers. The Teacher Education Preparation Faculty should be involved at the state level with the ESSA implementation process.
Report from NCHE Executive Committee members:
DeWayne Sheaffer and Alexander Thomson represented NCHE at the NEA Leadership 2016 Summit. The first presentation examined experiences with representing faculty members (full and part-time), counselors, and librarians in a single unit. The second session looked at issues concerning Dual Enrollment.

DeWayne Sheaffer, Alexander Thomson, Andy Sako, and Loretta Ragsdell were presenters and attendees at the 2016 Hunter Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

The next Hunter Conference is scheduled for March 26-28, 2017. There is an opportunity for YOU to submit a request for proposal (RFP). http://www.hunter.cuny.edu/ncscbhep/ NCHE strongly encourages you to submit an RFP. It is an awesome opportunity to meet other professionals from around the nation and hear other issues surrounding higher education. This conference is always very exciting. It is the only conference that has administrators and faculty on the same panel and sometimes on different sides of the same issue.

Please submit your professional accomplishments to NCHE so we can share the success with other NCHE members. NCHE wants to celebrate YOU and Higher Education!

NEA 360 EdCommunities
The NEA 360 platform has launched Professional Practices Communities--EdCommunities. One of the sites is Higher Education, facilitated by Jim Grimes, Adjunct Instructor in Illinois. The Higher Education site offers the opportunity for NEA members and others to share best practices, resources and to join in virtual events focused on issues that they face.

The Higher Education EdCommunity was first created on the NEA’s GPS Network and is now transitioning to the new platform. There are dozens of additional sites and learning groups among the learning communities.

NEA members are encouraged to register at www.myNEA360.org and join any communities that interest them.

The Higher Education site will be featuring live and archived webinars on topics ranging from Higher Ed legislation, to Teacher Education and Teacher Prep and others. The EdCommunities offers the opportunity for members to establish their own working groups online. NCHE is working on establishing an online presence on the site. Watch the sites for new developments and share what's working for you at NEA 360 EdCommunities.
NCHE ELECTIONS
At the 2016 Regular Annual Meeting (RAM), the Executive Committee for the NCHE held its elections. NCHE had contested elections for the Vice-presidency and two Member-at-Large posts. A run-off election was conducted for these positions. Susan Williams Brown was elected to be NCHE Vice-President. Marcia Mackey and Suzanne Sublette will be the new Members-at-Large.

Thank you to all of you who participated in the voting process.

Dual Enrollment Concerns
In recent years, there has been a marked increase in the expansion of dual enrollment and early college programs. Supporters have heralded these programs as innovative opportunities for students. It has been argued that the programs cannot only help students better transition successfully to college, but can also accelerate a student’s learning pathway and offer educational opportunities that simply are unavailable at the K-12 district level. However, blurring the lines between high school and college education also has its challenges. For example, these programs must consider the following items: articulation agreements, development of curriculum that is suited for high school students in a college setting, financial (aid) payments, interpersonal classroom dynamics with a mixed population, and managing expectations from college and high school level. Alexander Thomson discussed these issues in his presentation at the NEA Summit. This presentation outlines the basic types of programs that are commonly being implemented and describe basic definitions associated with this approach to learning. Additionally, it outlines common challenges and opportunities facing students and faculty who are touched by these innovative learning approaches.